Reception Long Term Plan

2026-27

	Autumn		Spring		Summer	
Big Questions	Who am I? Can I play? (making friends)	Where will my imagination take me? What do we celebrate and how?	What happens in our world?	Do I want to be a Knight? How did people from the past get around?	Are Minibeasts like me? How does your garden grow?	Do I want to be a Pirate? What will I see through my periscope?
Themes	Healthy Me (Including oral hygiene) Superheroes/People who help us Friendship Well-being	Traditional Tales Armistice Bonfire Night Diwali Christmas Winter Wonderland	Frozen Planet Space Dinosaurs Chinese New Year	Transport Up, up and away Castles, Knights and Dragons Pancake Day Holi Easter	Under the sea Habitats Planting and Growing	Pirates Seaside/Under the Sea Transition to Year 1
Key Texts	**The Something** A Superhero Like You Superworm SuperTato My Family Tree The Colour Monster Goes to School Daisy, Eat your Peas! Tiger who came to tea Elmer	**Star in a Jar** Jack and the Beanstalk 3 Billy Goats Gruff Nursery Rhymes The Jolly Christmas Postman Stickman The Greatest Diwali Ever The Greatest Eid Ever	**Juniper Jupiter** Frozen Lost and Found The Smeds and the Smoos Whatever Next! The Way Back Home Look Inside Space Solar System Tyrannosaurs Drip	**Little Red** The Train Ride Mr Gumpy's Motor Car Mrs Armitage on wheels Good Knight Bad Knight Zog Zog and the flying Doctors Knights See Inside Castles	**The Extraordinary Gardener** Rumble in the Jungle Giraffes can't Dance The Snail and The Whale Elephant Me! The Very Hungry Caterpillar Mad about Minibeasts Sam Plants a Sunflower All about Plants	**The Storm Whale** The Night Pirates 10 little Pirates The Pirates Next Door A New Home for a Pirate Good Pirate Bad Pirate Billy's Bucket Bear's Adventure

	Room on the Broom Alan's Big Scary Teeth		Am I a Super hero Stomp, Chomp, Big Roars, Here Come the Dinosaurs! Dinosaur Roar! How do dinosaurs say Good Night?		The Amazing Life Cycle of Plants In My Garden How Plants Work	
PSED	• Develop **respectful relationships** with adults and peers and begin to understand agreed class rules and routines. • Identify and express a range of **feelings and emotions** using appropriate vocabulary. • Begin to recognise what helps us to feel calm, happy, worried or upset. • Talk about **"What are my superpowers?" / "What am I good at?"** and recognise personal strengths. • See themselves as a **valuable individual** and understand that everybody is unique. • Begin to develop confidence in a new environment and seek	• Begin to **think about the perspectives of others** and understand that people may have different thoughts, feelings and experiences. • Show an increasing understanding of **other people's feelings** and begin to demonstrate empathy. • Use words to resolve simple conflicts with support. • Develop turn-taking, sharing and cooperation during play and group activities. • Understand that our words and actions can affect how other people feel. • Know how to ask for help when they feel	• **Work towards simple goals**, deciding what they want to achieve and identifying steps towards completing them. • Maintain attention and involvement in an activity for increasing periods of time. • Develop confidence to make choices independently during play and learning. • Keep trying when something is difficult and begin to develop **resilience and perseverance**. • Recognise that mistakes are part of learning and that they can try again or use a different approach. • Feel proud of personal achievements and recognise the achievements of others. • Begin to reflect on their learning by talking about what went well and what	• Listen carefully and **follow instructions**, including instructions involving more than one step. • Work cooperatively with others when completing practical tasks such as building, making and problem-solving. • Develop independence in organising belongings, selecting resources and caring for equipment. • Understand **pedestrian safety**, including the importance of holding an adult's hand, stopping, looking and listening before crossing a road. • Recognise people who help to keep us safe and know who they can ask for help. • Understand what is **good for their body and wellbeing**, including exercise, sleep, healthy food, personal	• Be **confident to try new activities** and explain which activities they enjoy and why. • Develop increasing **independence** when managing personal needs, belongings and learning tasks. • Identify and name their **own feelings and the feelings of others** with increasing accuracy. • Begin to use simple strategies to regulate emotions, such as taking time out, talking to an adult, breathing slowly or using a calm space. • Strengthen **constructive and respectful relationships** with peers and adults. • Negotiate during play,	• **Set and work towards simple learning goals**, including reflecting on personal achievements and areas they would like to develop. • Talk positively about things they have learned and skills they have developed during Reception. • Demonstrate increasing **resilience and perseverance** when faced with challenge or change. • Understand that change can bring different feelings and know strategies that can help them manage these. • Develop confidence about the **transition to Year 1**, including talking about similarities,

	help from trusted adults when needed. • Understand simple aspects of **healthy living** and make healthy choices relating to sleep, food, exercise and screen time. • Develop awareness of **diversity and inclusion** through the Think Equal Programme. • Recognise similarities and differences between themselves and others and understand that these should be respected and celebrated.	worried, frightened or unsafe. • Understand ways to **stay safe on Bonfire Night**, including keeping a safe distance from fireworks and fires and listening to trusted adults. • Identify common **hazards around the home** and know that some objects, substances and situations require adult supervision. • Begin to recognise the difference between safe and unsafe choices.	they might do differently next time. • Ask for help appropriately while also becoming increasingly confident to solve simple problems independently.	hygiene and appropriate screen time. • Begin to understand that healthy choices can affect how our bodies and minds feel. • Recognise when their body needs rest, movement, food, water or quiet time.	listen to others' ideas and begin to compromise when appropriate. • Show kindness, care and consideration towards others. • Understand what makes a good friend and recognise behaviours that help friendships to grow. • Become increasingly confident in expressing their needs, ideas and opinions appropriately.	differences, hopes and worries. • Become increasingly independent in following routines, managing belongings and completing familiar tasks. • Recognise when they need help and confidently approach an appropriate adult. • Show an understanding of others' feelings during times of change and transition. • Celebrate their own achievements and those of others and develop a positive sense of themselves as learners.
CL	• Listen to adults and peers during short group times. • Follow simple instructions and classroom routines. • Talk about familiar experiences, interests and family. • Begin to use new vocabulary introduced through stories and play.	• Listen carefully to stories and respond to questions. • Take turns in conversations and listen to others. • Use sentences to explain ideas, needs and feelings. • Develop vocabulary linked to topics, stories and celebrations.	• Maintain attention for longer during discussions and activities. • Ask and answer questions to find out more. • Retell familiar stories and events in sequence. • Use new vocabulary confidently in different contexts. • Learn and use vocabulary about heroes and powers.	• Follow instructions involving two or more steps. • Explain how and why things happen. • Use talk to organise thinking and solve problems. • Speak clearly when sharing ideas with a group. • Respond to fiction and non-fiction; ask and answer	• Hold longer conversations with adults and peers. • Express opinions and give simple reasons. • Use increasingly detailed vocabulary when describing events, characters and experiences. • Listen and respond appropriately to others' ideas. • Ask questions and explain discoveries about growing	• Speak confidently in a range of situations. • Retell events and stories with increasing detail and correct sequence. • Use full sentences to explain ideas and experiences. • Listen attentively and respond with relevant comments and questions in preparation for Year 1.

	• Express ideas, feelings and opinions about friendships; share experiences of play and making friends. Listen and respond to others; develop vocabulary for feelings, friendship and play. WellComm support where appropriate.	• Listen and respond to Star in a Jar; talk about events and characters. Retell through role play and small-world play; learn vocabulary linked to space, light and night.	Discuss personal strengths and qualities; role-play superhero adventures and explain ideas to others.	questions about Little Red and other tales. Retell events in sequence using increasingly clear language.	plants and minibeasts. Use vocabulary introduced through stories and non-fiction texts.	• Explain ideas and responses to The Storm Whale. Speak in full sentences and use vocabulary from stories, songs and poems.
PD	Develop the skills needed to get through the school day e.g. lining up Oral Hygiene and losing my first teeth. Knowing what is good for me: sleep, balanced diet. • Develop confidence moving safely around indoor and outdoor spaces. • Improve balance, coordination and spatial awareness. • Develop independence with dressing, toileting and handwashing. • Strengthen fine motor control through	Use core muscle strength to achieve good posture (start to develop handwriting posture) • Develop control when running, jumping, climbing and changing direction. • Use tools such as scissors, pencils and cutlery with increasing accuracy. • Begin to form recognisable letters using an effective pencil grip. • Understand simple ways to keep the body healthy and safe.	Negotiate space and obstacles safely • Combine different movements with increasing control and fluency. • Develop strength, balance and coordination through games and apparatus. • Improve hand-eye coordination when throwing, catching and aiming. • Refine pencil control and letter formation.**PE Passport** **Fundamental Movement and Skills** **Net and Wall Games Skill 1** • Strengthen fine motor control; practise pencil grip,	• Move confidently in different ways and negotiate space safely. • Develop ball skills including rolling, throwing, catching and kicking. • Use a range of tools and equipment safely and effectively. • Show increasing independence in managing personal care. **PE Passport** **Stability 2** • Practise letter formation and use small tools, including	• Demonstrate increasing control, strength and coordination in physical activities. • Work with others in simple games and movement activities. • Use a comfortable and effective pencil grip for writing. • Develop accuracy when drawing, cutting and manipulating small objects. **PE Passport-** **Gymnastics**	• Move confidently, energetically and safely in a range of ways. • Demonstrate good balance, coordination and control. • Use fine motor skills effectively for writing and practical tasks. • Manage personal needs independently in preparation for Year 1. **PE Passport –**

	threading, dough, drawing and mark-making. **PE Passport** **Yoga** **Fine Motor Skills** **Locomotion 2** • Fine motor: threading, tweezers and playdough; pencil control through tracing, patterns and meaningful mark making.	**PE Passport** **Fine Motor Skills** **Object Manipulation 1** • Fine motor and letter formation practice; develop correct writing posture and pencil control.	pencil control and accurate letter formation.	scissors and tweezers, with increasing control.	**Striking and Fielding Games Skill 1** **Athletics** **Invasion Games Skills 1** • Use small tools effectively; develop fluent, controlled letter formation and writing.	**Dance** **Target Games 1** • Develop a secure, comfortable tripod grip where appropriate; write with increasing independence and stamina.
Little Wandle Letters and Sounds	Begin **Phase 2** and learn the first grapheme-phoneme correspondences. Develop oral blending and begin to blend sounds to read simple words. Segment simple words for spelling. Begin to read and spell taught tricky words.	Continue **Phase 2**, learning further single-letter sounds and consonant digraphs. Blend and segment a wider range of words using taught GPCs. Read simple phrases and sentences with increasing confidence. Learn and review further tricky words.	Begin **Phase 3**, learning common vowel digraphs and trigraphs. Read and spell words containing newly taught GPCs. Develop confidence reading longer words and words with double letters. Learn and apply new tricky words.	Review and secure **Phase 3** GPCs. Read and spell longer words, words containing two or more digraphs and compound words. Explore words ending in **-ing, -s and -es**. Develop greater fluency and accuracy when blending and segmenting.	Begin **Phase 4**, applying known GPCs to words with adjacent consonants. Read and spell ***CVCC, CCVC and longer words***. Read compound words and words with simple suffixes such as **-ing, -ed and -est**. Learn and apply new Phase 4 tricky words. • Apply Phase 3 learning and progress into Phase 4.	Continue and consolidate **Phase 4**. Read and spell increasingly complex words containing adjacent consonants and known vowel graphemes. Apply phonics knowledge to longer words and simple suffixes with increasing independence. Develop fluency and confidence when reading

	• Initial sounds and letter formation.	• CVC blending and segmenting.	• Apply Phase 2 learning and begin Phase 3 in line with the existing progression.	• Use Phase 3 GPCs in captions and sentences.		sentences and fully decodable books in preparation for Year 1. • Consolidate Phase 4 in increasingly independent writing.
Literacy	• Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Support recognition of the four parts of a simple narrative: opening, build-up, problem and ending. • Begin to retell familiar stories and texts in their own words and/or through repetition. Throughout the year: Build key vocabulary to build fluency, understanding and enjoyment. Build vocabulary linked to themes.	• Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Recognise the four parts of a simple narrative: opening, build-up, problem and ending. • Retell the story, some as exact repetition and some in their own words, including: Once upon a time, So, First, Next, Finally. • Sequence sentences to form short narratives. • Listen to and discuss Star in a Jar; talk about characters and sequence events through small-world play. Label star, jar and sky using initial sounds, progressing to	• Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Recognise the four parts of a simple narrative: opening, build-up, problem and ending. • Retell the story, some as exact repetition and some in their own words, including: Once upon a time, So, and Suddenly. • Sequence sentences to form short narratives. • Explore Juniper Jupiter; discuss characters, strengths and superhero powers. Label capes, masks and other equipment using phonics; design and label an original superhero. Write CVC words, simple character descriptions,	• Listen to and talk about stories to build familiarity and understanding. • Learn new vocabulary from texts. • Recognise the four parts of a simple narrative: opening, build-up, problem and ending. • Retell the story, some as exact repetition and some in their own words, including: Once upon a time, So, Soon, and Suddenly. • Sequence sentences to form short narratives. • Retell Little Red in sequence using story maps and oral rehearsal. Label characters and settings; write captions, speech bubbles and simple sentences about events, using capital letters, finger spaces and full stops. Innovate the traditional tale by changing a character or setting;	• Learn new vocabulary from texts. • Recognise the four parts of a simple narrative: opening, build-up, problem and ending. • Tell stories, making use of recently introduced vocabulary from known stories, non-fiction and poems. • Retell the story, some as exact repetition and some in their own words, including: Once upon a time, Then one night, The very next morning and Then. • Sequence sentences to form short written narratives. • Explore The Extraordinary Gardener alongside plant and minibeast texts. Label	• Learn new vocabulary from texts. • Recognise the four parts of a simple narrative: opening, build-up, problem and ending. • Tell stories, making use of recently introduced vocabulary from known stories, non-fiction and poems. • Retell the story, some as exact repetition and some in their own words, including: Once upon a time, Then, Suddenly and Late that night. • Sequence sentences to form short written narratives. • Explore The Storm Whale; retell the story through sequenced sentences and simple

	Sow the seeds for reading for pleasure. • Listen to and discuss The Something; retell the friendship story using story maps, drawings and captions. Explore meaningful mark making; draw and label the creature, friends and animals using initial sounds. Begin independent name writing; adult-model simple friendship sentences. Provision: friendship cards, "All about my friend" labels and pet pictures.	CVC words. Draw and label sky objects; write star wishes, messages and simple captions (e.g. "The star is in the jar"). Contribute labels and drawings to a class star fact book.	superhero mission messages and short captions about adventures and events.	contribute to a class story book.	plants and minibeasts; write captions and sentences explaining growth (e.g. "The seed grows into a plant"). Sequence story events; make information posters, life-cycle captions and garden diaries recording observations.	narrative writing. Describe story events; write messages or letters to the whale, seaside adventure stories and lists for beach trips or shoreline discoveries. Adapt characters or endings and write with increasing independence.

Maths White Rose Maths	**<u>Baseline Assessment</u>** • Match, sort and compare objects using different attributes. • Compare amounts and explore size, mass and capacity through practical experiences. • Copy, continue and create simple patterns. • Begin to recognise, represent and subitise **1, 2 and 3**. • Explore **1 more, 1 less** and the composition of small numbers.	• Develop understanding of the composition of **1, 2 and 3**. • Identify, name and compare **circles and triangles**. • Recognise, represent, subitise and compare **1, 2, 3, 4 and 5**. • Explore **1 more and 1 less** within 5. • Identify and explore **shapes with four sides**.	• Develop a deeper understanding of **0 to 5**, including composition and comparison. • Compare **mass and capacity** using appropriate mathematical language. • Recognise, represent and explore the composition of **6, 7 and 8**. • Explore **pairs, odd and even groups and doubles**. • Compare and order **length, height and time**.	• Recognise, represent and understand the composition of **9 and 10**. • Compare numbers to 10 and find **1 more and 1 less**. • Explore **number bonds to 10** and doubles. • Recognise, name and describe **3-D shapes**. • Explore how shapes can be combined and arranged in different ways.	• Develop understanding of numbers **to 20 and beyond**. • Recognise patterns within the counting system. • Explore how quantities change when objects are **added or taken away**. • Compose and decompose shapes. • Explore **sharing and grouping**, including recognising equal and unequal groups.	• Use positional and spatial language to **visualise, build and map**. • Explore relationships between numbers and make connections across previous learning. • Recall and apply number facts, including **subitising, number bonds and doubles**. • Solve practical problems involving number, shape and measure. • Consolidate key learning in preparation for **Year 1**.

Understanding the World	Talk about the lives of people who are familiar to them and begin to explore different **careers and occupations**. Explore **special places** and where different people work, including what they do. Recognise some similarities and differences between **religious and cultural communities**. Develop knowledge through the **RE syllabus** and class discussions.	Explore similarities and differences between **life in this country and life in other countries**, using stories and images. Use simple **maps linked to stories and familiar places**. Recognise some similarities and differences between **religious and cultural communities**. Talk about different celebrations, traditions and ways of life.	Recognise some similarities and differences between the **world around them and contrasting environments**. Use stories, photographs and simple maps to explore different places. Recognise some similarities and differences between **religious and cultural communities**. Begin to describe how places may be different from their own environment.	**Compare and contrast the past with the present day** using books, stories, characters, photographs and images. Talk about how transport has changed over time. Use simple **map work linked to transport and journeys**. Begin to use language linked to the past and present.	Explore the **natural world**, observing and describing what they see around them. Compare their immediate environment with **contrasting environments**. Learn about different **life cycles**, including minibeasts and plants. Identify and label the **main parts of a sunflower**. Describe and recognise **seasonal changes**, building on observations made throughout the year.	Compare aspects of **the past and present** using stories, images and experiences. Compare and contrast different **environments**. Explore how **materials and matter can change** through practical investigation. Use and create simple **maps linked to pirates and the immediate environment**. Describe routes and locations using appropriate positional language.
Expressive Arts and Design	Explore the use of **colour and design** through a range of creative activities. Take part in **Creative Showtime**, talking about designs and sharing ideas with others. Explore tools, textures, colour, form	Make use of **props and materials in role play** to recreate familiar stories. Perform songs and stories with increasing confidence. Continue to develop **pitch matching and following a melody**. Create collaboratively	Explore the use of a range of **tools, materials and techniques**. Experiment with different ways of joining, shaping, decorating and creating. Return to previous learning and begin to refine and develop ideas..	**Invent and adapt stories** through role play and small world play. Create, review and adapt designs in response to their own ideas. Use imagination to develop narratives, characters and settings.	Perform **poems, songs and rhymes** with increasing confidence. Explore tools, textures, colour, form and function in creative work. Create collaboratively, sharing ideas and making decisions together.	Invent and adapt stories through **role play and small world play**. Confidently, safely and independently explore **colour, texture, form and function**. Take part in **Creative Showtime**, talking about the process used and explaining choices made.

	and function. Perform familiar songs and rhymes and begin to match pitch and follow a melody. **Throughout the year:** Children perform songs and rhymes, develop pitch matching and melody, listen and respond to music, express feelings through movement and music, and are encouraged to return to and build on previous learning.	with others, including through the **Christmas performance**.			Develop and refine previous ideas and creations.	Reflect on and evaluate their own creative work.
SEMH Opportunities	• Build confidence to make friends and join play; explore happiness, loneliness and excitement. Practise turn-taking, cooperation and belonging; celebrate similarities and differences.	• Encourage curiosity and wonder about the night sky; explore kindness and caring for others. Build confidence when sharing ideas.	• Recognise personal strengths and build self-esteem; explore kindness, teamwork and helping others through superhero stories.	• Discuss right and wrong choices; develop empathy, safety, trust and bravery through stories and confident storytelling.	• Build responsibility, patience and teamwork through caring for plants and observing growth; encourage curiosity about living things.	• Explore kindness, loneliness, friendship and family relationships; develop empathy for characters and cooperate in group storytelling.
Inclusion Strategies	• Visuals and story props; adult modelling of sharing and turn-	• Visual storytelling aids, puppets, vocabulary prompts and word mats;	• Visual prompts for emotions and character traits; role play, scaffolded	• Puppets, props, repeated readings, story maps and visual sequencing;	• Visual life-cycle diagrams, practical exploration and science vocabulary banks;	• Story maps, visual prompts, sentence starters, seaside small-

	taking; small-group talk and storytelling; WellComm where appropriate; drawing, role play or oral responses.	small-world retelling and adult-modelled sentence structures.	sentence starters, peer support and collaborative learning.	opportunities to retell through play.	drawing, talk and writing as alternative responses.	world scenes and role-play storytelling.

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts. Use ELG breakdowns to see how they can be supported/ enhanced in the provision.

*To provide the children with opportunities to follow their interest and to promote the British values of voting children will have the opportunity to vote on Key themes and texts throughout the year.

Enrichment Opportunities

Half term	Enrichment opportunity	What the children will experience	Curriculum / wider link
Autumn 1	Friendship role play and creative activities	Make friendship cards and bracelets, learn classmates' names and draw or label friends and animals.	PSED / Literacy
	Number Fun Day	Explore numbers through playful, practical challenges and games.	Mathematics
	Toast Tuesdays – life skills	Practise simple food preparation, independence and everyday routines.	PSED / Life skills
Autumn 2	Learning Together Mornings	Share classroom learning and activities with families.	Home–school partnership
	Gruffalo Granny visit	Enjoy an engaging story experience and develop listening and speaking skills.	Literacy / Oracy
	Night-sky and star activities	Create night-sky artwork and wishing stars; explore space role play and storytelling.	Literacy / Expressive arts
	Fire service trip	Meet firefighters and learn about people who help keep us safe.	Understanding the World / Safety
	Seasonal park visit	Observe and talk about changes in the natural environment.	Understanding the World
	Nativity performance	Sing, rehearse and perform together, developing confidence and teamwork.	Performing arts / RE
	Father Christmas visit	Enjoy a seasonal shared experience and practise social communication.	Community / PSED
	Celebrations and religious festivals	Explore different festivals, traditions and celebrations.	RE / Cultural awareness
Spring 1	Learning Together Mornings	Share learning experiences with families.	Home–school partnership
	Superhero creative play	Design superhero identities, masks and costumes; enjoy obstacle courses and adventure stories.	Literacy / PD / PSED
	Bedtime Story Evening	Enjoy stories together and promote reading for pleasure.	Literacy / Family engagement
	Storytelling Week	Listen to, retell and invent stories through talk and play.	Literacy / Oracy
	Careers Convention	Discover different jobs and meet people from a range of professions.	Understanding the World / Careers
	Easter Parade	Create and share seasonal designs in a whole-school celebration.	Expressive arts / Community

Half term	Enrichment opportunity	What the children will experience	Curriculum / wider link
	Chinese New Year	Explore cultural traditions, stories and celebrations.	Cultural awareness / RE
	Baking – life skills	Follow simple instructions and practise measuring, hygiene and independence.	Mathematics / PD / Life skills
	Learning Together Mornings	Invite families to share classroom activities and learning.	Home–school partnership
Spring 2	Traditional-tale storytelling	Explore puppet theatre, forest settings, role play and alternative story endings.	Literacy / Expressive arts
	World Book Day	Celebrate favourite books, characters and reading for pleasure.	Literacy
	World Poetry Day	Enjoy rhymes, performance and playful language.	Literacy / Oracy
	British Science Week	Investigate, observe and ask questions through practical activities.	Understanding the World / Science
	Seasonal park visit	Notice and compare seasonal changes outdoors.	Understanding the World
	Learning Together Mornings	Share learning activities with families.	Home–school partnership
Summer 1	Gardening and minibeast exploration	Plant seeds, care for a class garden, hunt for minibeasts and create plant posters.	Understanding the World / Literacy
	Numeracy Week	Take part in practical number games and problem-solving activities.	Mathematics
	International Week	Discover countries, traditions and cultures from around the world.	Geography / Cultural awareness
	Multicultural Markets	Explore foods, displays and activities celebrating different cultures.	Community / Cultural awareness
	Learning Together Mornings	Share classroom learning and experiences with families.	Home–school partnership
Summer 2	Seaside and whale-themed activities	Explore seaside role play, beach art, whale messages and shoreline objects.	Literacy / Understanding the World
	World Music Day	Listen to and celebrate music from different cultures.	Music / Cultural awareness
	Cultural dancing	Explore movement and dances associated with different cultures.	PD / Expressive arts

Half term	Enrichment opportunity	What the children will experience	Curriculum / wider link
	Smithills Farm visit	Meet farm animals and learn about their care in a real-world setting.	Understanding the World / Educational visit
	Learning Together Mornings	Celebrate and share learning with families.	Home–school partnership